

Tutorial Letter 202/2/2014

Human Resource Information Systems and Technology

HRM3703

Semester 2

Department of Human Resource Management

PLEASE NOTE:

This tutorial letter contains feedback on Assignment 02.

BAR CODE

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Remember that the myUnisa module site for HRM3703 is an integral part of your learning. We encourage you to contribute to this site regularly. <http://my.unisa.ac.za>.

Dear HRM3703 Student

By now you should already have received the following tutorial letters for HRM3703:

TUTORIAL LETTER	CONTENTS
HRM3703 TUTORIAL LETTERS	
HRM3703/101/2/2014	Welcome, contact details for lecturer, assignment unique numbers and due dates.
HRM3703/201/2/2014	Guidelines for answering Assignment 01 and the examination.
HRM3703/202/2/2014 (this tutorial letter)	Guidelines for answering Assignment 02 and the examination.
HRM3703/MO001/2/2014	Printed version of learning units 00-09.
HRM3703/MO002/2/2014	Printed version of learning units 10-18, the assignments and the welcome page on the myUnisa module site.
All students registered for modules in the Department of Human Resource Management	
HRMALL6/301/4/2014	General tutorial letter from the department containing information about your studies in our department, expectations for assignments, how to approach case studies.
HRMALL6/302/4/2014	General tutorial letter from our department about the phasing out of our qualifications.
HRMONLI/301/4/2014	General tutorial letter from our Department discussing the modules to be offered fully or partially online in 2014, what does it mean for students to study in an online environment, how do I study in an online module.

If you have not received all of these items, contact Despatch, not your lecturer, or download them from the myUnisa HRM3703 module site click [here](#). You can find contact details for Despatch in the *my Studies @ Unisa* brochure. Alternatively, you can log onto the Unisa website and click on Contact us. Several options will then appear, and you need to choose the correct one. Here is a link to this information:

<http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=17070>

1 INTRODUCTION

This tutorial letter contains the answers to and guidelines for completing Assignment 02. You should therefore find it extremely helpful. Note that this tutorial letter is also available under Official Study Material on the HRM3703 myUnisa module site. Please read through it carefully and also use it when preparing for the examination for this module. Remember that some of the questions in the assignment were based on a case study. We have thus marked every assignment individually using the guidelines in this tutorial letter, but also taking into consideration the facts you provided. You may have added additional aspects and we gave credit for this where applicable. What is important is that you use the information in the case study as a point of departure, clearly substantiate your answers and ensure that you base them on the relevant theory that you studied in the prescribed book.

2 GUIDELINES FOR ANSWERING ASSIGNMENT 02

We trust you found Assignment 02 interesting and stimulating. The questions for the assignment were included in the Modules Online document HRM3703/MO002/2/2014.

LEARNING OUTCOMES

On completion of this assignment, you should be able to

- Discuss the benefits from HRIS functionality
- Explain project creep and indicate how this can be controlled
- Discuss the link between talent management and HRIS
- Critically discuss the attributes that a good recruiting website should have

These questions refer to chapters 6, 8, 9, 11 and 12 in the third edition of the prescribed book.

Question 1

Read the case study at the end of chapter 9 in your prescribed book. Then answer questions 1, 2, 3 and 6 (we renumbered them as 1.1, 1.2, 1.3 and 1.4 below).



STUDY

Refer to chapter 9 in the prescribed book to answer these questions. Each student's answers were evaluated individually as some students might have had other views or points of departure. Credit was given where applicable.

1.1 Overall, what did Julia Woodland do right? What could she have done differently? (2)

Julia Woodland was right in seeing that the solution to the immediate and long-term concerns of her department could be found in the implementation of an HRIS. She seemed to quickly contract with an HRIS provider/vendor but she didn't do a proper gap analysis, or speak to the users or involve others in the process. This is risky as the system could fail because of this.

A possible solution would be for Julia to form a committee of representatives consisting of employees that are affected by the system in various ways. They would have been able to provide her with a full understanding of the factors affecting them. Furthermore, Julia had to compile a plan detailing the implementation of the system. This should have included the person taking responsibility for the process. She should also have communicated clearly about the change leader. A critical analysis of the gaps in the organisation should also have been in place. Julia should have compiled a detailed plan that included reaction to resistance to change. During and prior to the implementation employees should have received clear and regular information about the chosen HRIS, the benefits and how it affected them and their work. The communication should have been in clear and concise language that was easy to understand for all the employees. It would also have been important for Julia to

receive feedback from the employees on how they perceive the system as this is vital to the implementation process. The implementation of a new system can only be successful if all parties concerned are “on the same page”, and constant involvement of the relevant parties and communication to them are crucial. The implemented change should also have been monitored effectively to ensure that the desired outcome was reached.

(1 mark for indicating what she did right and 1 for what she did wrong)

1.2 Were the correct people involved in the process? Whom would you have included and why? (3)

It does not seem that anyone other than Julia Woodland and the HRIS provider were involved (1 mark). While these are the correct people to involve, in this case they are not the only two people who should have been involved in the process (1 mark). Julia should have involved end-users in her department and other departments (e.g. finance) as well as the IT department in the process (1 mark).

Implementing an HRIS is a team effort. This is why the whole organisation must work and change together to ensure its efficiency and success.

1.3 What errors did Woodland make with her own staff? What impact might these errors have had on the success of the implementation? What should have been done? (5)

Woodland should have included members of her staff in the process. The meetings behind closed doors created an environment where her staff began to wonder and became very concerned (1 mark). These employees probably made their own incorrect assumptions and conclusions (1 mark). Woodland also did not consider the feelings of her staff and their pride in their accomplishments to date in their efforts to build HR (1 mark). This is an error often made by managers. These errors might impact the staff's trust in Woodland, and can also contribute to resistance to change and acceptance of the new technology (1 mark). Although other factors also have an impact, Woodland's oversight can negatively impact on the employees' acceptance of the system, which in turn can have an impact on the overall success and implementation of the system (1 mark).

Transparency is extremely important and a transparent HR department is something that Woodland neglected. Having a transparent HR department can promote communication and increase participation among the employees (1 mark). This would have had a huge impact in this situation.

Woodland also should have had a proper and clear communication plan. She should have informed her staff of what was happening, when, how and where as well as how it might affect their jobs and responsibilities (1 mark).

By keeping the employees updated on the progress and the system, a lot of uncertainty could have been avoided (1 mark).

(maximum of 5 marks)

1.4 How can training be used in this case to make the implementation more successful? (5)

In this case, training could be used to make the implementation more successful in the following ways:

- Show a complete assessment of the current skills and future requirements for all who will be affected by the change.
- Take away concern for how the system will work by having some training early in the process. This should be followed by detailed training just before the system will be used or training to train the users on the actual system.
- Advanced training in phases could be provided as users become accustomed to performing routine tasks. The training can also include retraining or training when people change jobs, are promoted, etc., and their responsibilities change, which results in advanced use of the system.
- “Power users” who adapt to the new technology quickly could provide one-on-one on-the-job training to those who don't learn the system as rapidly. You learnt about power users in chapter 3. You should remember that analysts are often referred to as power users as they assess more

areas of the HRIS than most other users. The role of the analyst is to get as much possible data (relevant data), examine the data and provide reasonable alternatives supported by relevant information that will help those who make decisions.

- Communication must be given that training will be an ongoing process and not just an isolated event. This will help manage expectations and acceptance of the new technology. If employees are properly informed, they will accept the new technology and they should have realistic expectations of the HRIS.
- Repositories of training material or access to manuals can also be considered to ensure that users have access to information when needed. The Grant Corporation can thus consider having a repository containing these materials that are easily accessible to the employees when they need it. This may also alleviate pressure on those who provide system support to the HRIS users, as the users can consult these material before they contact the support department for assistance.

(1 mark for each aspect, maximum of 5 marks)

Question 2

Why is it important to estimate the benefits to be derived from a new HRIS functionality before you estimate the costs? If costs were estimated first, how might this change the analysis? (5)



STUDY

Refer to chapter 8 in the prescribed book, section “Approaches to Investment Analyses Make a Difference: Some Guidelines”.

Recognising cost before estimating the benefits ignores HR’s more strategic role in improving organisational effectiveness *(1 mark)*. Online tools are designed to enhance employee job performance, not to reduce headcount. Ignoring this can lead to an underestimation of the actual value of HRIS *(1 mark)*.

Implementing an HRIS results in time saved, which is an indirect cost reduction *(1 mark)*. This is an indirect benefit and its value depends on how individuals spend the extra time available to them *(1 mark)*. Incorrectly recognising time saved as a direct cost reduction creates the wrong expectation among decision-makers *(1 mark)*.

You will notice that the prescribed book contains a discussion in the section “Approaches to Investment Analyses Make a Difference: Some Guidelines”. Here is a brief summary of this.

It is important to train the CBA team to be able to examine the benefits of a change in HRIS functionality first before estimating the cost as this will probably result in a better analysis. If you focus on the cost before you have considered the benefits, this can lead to an inaccurate cost-benefits analysis. It makes it almost impossible to determine the level of benefits needed to ultimately justify the investment to be made in the HRIS. When this happens, the team will often not continue with the process of identifying the benefits, or the team might come up with benefits that are not truly benefits and these don’t help to justify the investment *(max 2 marks)*.

(maximum of 5 marks)

Question 3

Explain the concept of project creep. Indicate how this can be controlled. (5)



STUDY

Refer to chapter 6 in the prescribed book, in the section “Controlling Project Creep”.

Project creep is defined as the enlargement of the original boundaries of the project as defined in the project charter (2 marks). As indicated in the prescribed book, it can also be defined as the addition of functionality beyond what was defined in the project scope. Some people also refer to it as scope creep.

Controlling project creep is mandatory, especially if a major aspect of the project was omitted at the early planning stage. However, it can occur as end-users see the potential usefulness of computerisation (1 mark).

Controlling project creep is not always an easy task. Communication is a catalyst in the project team, as well as the entire organisation. Project creep can be contained by frequent updates on the project's progress and on the project charter (2 marks). Project management (PM) tools must be utilised such as a Gantt chart which ensures that the project is meeting its goals (1 mark). Project creep can therefore be controlled through clear and rapid communication (1 mark).

In chapter 9 of the prescribed book you should also have noticed that a clearly defined project scope will also help to prevent project creep.

(maximum of 5 marks: you had to define the concept, worth 2 marks; the additional 3 marks were awarded as indicated above)



INTERNET RESOURCES/SEARCH THE INTERNET

You can find an interesting presentation on this link that deals with project creep (you will NOT be examined on the information in this link):

https://www.google.co.za/url?sa=t&rct=j&q=&esrc=s&source=web&cd=15&cad=rja&uact=8&ved=0CEQQFjAEOAo&url=http%3A%2F%2Fnihra.shrm.org%2Fsites%2Fnihra.shrm.org%2Ffiles%2FEssentials%2520of%2520Project%2520Management%2520FINAL.pptx&ei=bIDzU_u1J-Kw7Abrk4HYCA&usg=AFQjCNHAb0_gbDOXHi-gMHNac69sCQh06w&bvm=bv.73231344,d.ZGU

Also read the article in this link which discusses why system implementation fails (you will NOT be examined on the information in this link):

<http://www.thehindubusinessline.com/todays-paper/tp-eworld/why-system-implementation-fails/article1084169.ece>

Question 4

Briefly discuss the link between talent management and HRIS.

(10)



STUDY

Refer to chapter 11 in the prescribed book, in the section “The Link Between Talent Management and Human Resource Information Systems”. You should also take chapter 8 into consideration when considering the measurement of talent management.

Talent management involves investing in human capital (1 mark). The HRIS ensures that HR practices, such as attracting, employing, training and developing employees and also retaining them in the organisation, are executed efficiently and consistently. This forms the core of talent management (2 marks). Talent management programmes show the number of talented individuals hired, their training and development, their job performance and the retention of these individuals (1 mark). The HRIS can capture the result based on performance criteria. This will measure the efficiency of the HR programmes as part of overall talent management to ensure that expectations are met (1 mark). Results can also be used to measure the cost-benefit to identify the profitability to the organisation (remember what you studied in chapter 8) (1 mark). HRIS can help establish the best talent management programmes regardless of job level by building consistency and setting standards (1

mark). The idea is that the HRIS monitors and measures the overall contributions of talented employees with the balanced scorecard, and the results could affect the design of other HRM programmes (1 mark). Information systems can be intertwined with all aspects of talent management. The HRIS can help to ensure that the best processes are implemented, accepted and used by the broader workforce in the organisation (1 mark).

Several questions have to be asked when the organisation decides how to optimally use the HRIS to support its talent management programme (1 mark). Talent management software applications use the software as a service (SaaS) approach (1 mark). SaaS implies that the complete application is delivered via the internet. In conjunction with talent management, it is extremely important that accurate and timely data be provided to ensure a successful talent management programme (1 mark). Adequate research and data gathering should be conducted to ensure that new HR programmes close the gap between forecasted demand and supply of human capital by identifying what skills are needed based on the future strategy (1 mark). HRIS allows for the provision of information on current employee skills, succession, relationships and leadership readiness (1 mark). In some cases organisations are not capable of developing their own programmes and processes. Then they can use external HRIS consultants (refer to chapters 5 and 10 in your prescribed book) (1 mark). Different companies offer different products aimed at a variety of organisations that differ in size.

(maximum of 10 marks)

Question 5

Critically discuss the attributes that a good recruiting website should have. Look for an example of a recruiting website (nationally or internationally) and compare the website to these attributes, critically discuss this websites attributes in comparison with the attributes in the prescribed book and make suggestions for improvement (20 marks). Remember to include a screenshot of the website you choose. (35)



STUDY

Refer to chapter 12 in the prescribed book, in the section “Attributes of the Recruiting Website”.

A number of attributes are important to consider when designing a recruitment website for an organisation. Usually web design experts are part of the team, but from an HR perspective it is important that we contribute and communicate the need clearly. This will ensure that the end product meets the need, which should result in a pool of suitable recruits that the organisation can choose from to fill the vacant positions.

Navigability (1 mark) refers to how easily a user can browse through multiple web pages to locate topics of interest. Information on the website must be current and hyperlinks must engage the user and strike interest. The three-click rule should be applied to locate interesting information. This means that a user should find the information that they are looking for within three mouse clicks. If a website is properly designed and planned, this should be possible. This should help to keep the reader or user of the website interested. (2 marks for the discussion)

Content (1 mark) refers to the degree to which the website hosts relevant information that is deemed valuable and informative. This includes providing information that is desired and that can sustain interest and satisfaction with the website. **Media richness** refers to whether the website contains enough relevant and accessible information to reduce user uncertainty and subsequent anxiety towards the target source. (2 marks for the discussion)

The website should have detailed information about the organisation to allow the applicant to make an informed decision. Information on the website must be customised to the organisation, as it will allow appropriate **self-selection** behaviour (1 mark). A website that provides direct feedback to applicants regarding the person-job (P-J) and person-organisation (P-O) fit will attract a more qualified applicant pool. This is why it is important to maximise the information that is most likely going to influence

perceptions and then engage the user to look for and understand this information. *(2 marks for the discussion)*

Attention must be paid to the **aesthetic features** *(1 mark)* of the website to engage the interest and attention of the user. The stylistic or innovative aspects of the website will determine whether the user stays engaged. These attributes can also depict the image and organisational culture. The style can stimulate a more favourable perception which is related to organisational attraction. This can be done by investing in the latest web design. *(2 marks for the discussion)*

The **usability** *(1 mark)* of the website depends on integrating these attributes together. It affects the applicant's perception of and attitude towards the organisation. Hosting job openings on the website must be based on the organisation's resources and strategy. A website that is recruiting and screening oriented is capable of listing job openings and accepting applications through a secure server. One that focuses solely on recruiting just hosts a list of job openings with an option of submitting an application via various other sources, such as e-mail. A website must be secure and trustworthy to promote the participation of the applicant. *(2 marks for the discussion)*

We have included links to a number of articles and websites here. **You won't be examined on this information.** However, you may find it useful in your work environment and also when you as an HR manager or industrial psychologist have to provide inputs for your organisation. Remember that different people have different views and needs. The key is easy and simple navigation and proper planning. In terms of recruitment, your organisation will have particular needs for its recruitment website. You can keep the principles in your prescribed book in mind and some of the information in these links that follow might also be of value.

(maximum of 15 marks, 1 mark per attribute and 2 marks for an appropriate discussion)



INTERNET RESOURCES/SEARCH THE INTERNET

The three-click rule explained

<http://www.theonestopwebsiteshop.com/web-design/3click-rule.htm>

Should you break the three-click rule?

http://www.netmechanic.com/news/vol6/design_no14.htm

Myth #2 all pages should be accessible in three clicks

<http://uxmyths.com/post/654026581/myth-all-pages-should-be-accessible-in-3-clicks>

Principles of good web design

<http://www.pcpro.co.uk/features/378949/principles-of-good-web-design>

For the remaining 20 marks for this question you had to include a screen shot of a recruitment website or website of your choice and you had to compare the attributes of the website in comparison with the attributes in the prescribed book *(15 marks)* and make suggestions for improvement *(5 marks)*. Here we looked at your specific example and the information that you provided.

(maximum of 20 marks)

We provide below some examples of sites that you could have used. Some of the students also used some of these as examples.



INTERNET RESOURCES/SEARCH THE INTERNET

<http://www.coca-colacompany.com/careers/>

<http://www.sab.co.za/sablimited/content/en/sab-apply-for-vacancies>

<https://sage.jb.skillsmapafrica.com/>

<http://careers.deloitte.com/jobs/eng-za>

<http://www.dav.co.za/>

<https://www.fnb.co.za/careers/index.html>

<https://www.momentum.co.za/for/you/careers>

<http://www.acsa.co.za/home.asp?pid=4883>

Some students also used job portals as examples such as these below:

<http://www.pnet.co.za/>

<http://www.careerjunction.co.za/>

<http://www.careers24.co.za>

What was important was that you had to choose a site, include a visual in your assignment as per our instructions, used the attributes you learnt about to look at the site(s) and include your views based on this. Some students did not include visuals and others did not use the attributes in the study material to critique the chosen site. These students were thus penalised as they did not follow the instructions. Always read the instructions carefully (also in the examination).

2.1 What did we use to evaluate your assignment?

Marks for your effort were awarded on the basis of the assessment criteria listed in HRM3703/MO002/2/2014. You should have known more or less what marks to expect on the basis of these criteria.

Although you have already been supplied with the assessment criteria, we are repeating them in this tutorial letter for ease of reference (see the table that follows in section 2.3). The assessment criteria gave you an idea of what was expected of you in each of the assignment categories. If your answer met the criteria in a particular column, you should have earned the marks that reflect the standard of work indicated by those criteria.

2.2 Guidelines on how to approach this assignment

We recommend that you work through the following steps in answering the assignment questions:

- Study learning units 6, 8, 9, 11 and 12 as well as the corresponding chapters in the prescribed book.
- Begin by **carefully studying the case study**.
- Ensure that you have a clear understanding of the basic concepts and principles.
- Ensure that you know what an HRIS is, the benefits and costs, project creep, the link between talent management and the attributes of a good recruiting website.
- Remember that you have to answer the questions as indicated in the assignment.
- Read the case study carefully and all the other questions.
- Do a search on the internet to find a recruiting website to use in question 5 that adheres to most of the criteria

2.3 Assessment criteria

Study the assessment criteria in the following table. They will give you an idea of what was expected of you in each of the assignment categories.

Poor performance (0 – 40%)	Average to good performance (41 – 70%)	Excellent performance (71 – 100%)
Question 1.1 (2 marks)		
<ul style="list-style-type: none"> No/incorrect indication of what Julia did right 	<ul style="list-style-type: none"> Limited indication of what Julia did right 	<ul style="list-style-type: none"> Clear indication of what Julia did right
Question 1.2 (3 marks)		
<ul style="list-style-type: none"> No/limited indication whether the correct people were involved or others to be included 	<ul style="list-style-type: none"> Some indication of the correct people involved Indication of additional people to be involved 	<ul style="list-style-type: none"> Clear indication of the correct people involved Clear indication of other people that should also be involved and reasons for this
Question 1.3 (5 marks)		
<ul style="list-style-type: none"> Poor/limited indication of the errors made Unable to indicate the impact of the errors Poor/limited indication of what Julia should have done 	<ul style="list-style-type: none"> Some indication of the errors made Able to indicate the impact of the errors Some indication included of what Julia should have done 	<ul style="list-style-type: none"> Clear indication of all the errors made Clear indication of the impact of each error Clear understanding of what Julia should have done
Question 1.4 (5 marks)		
<ul style="list-style-type: none"> No indication of the impact of the training No indication provided of how training can impact the implementation 	<ul style="list-style-type: none"> Some indication of the impact of the training Some suggestions included on how training can make the implementation more successful 	<ul style="list-style-type: none"> Clear understanding of the impact of the training Clear suggestions included on how training can make the implementation more successful
Question 2 (5 marks)		
<ul style="list-style-type: none"> No indication of the importance of the estimation of the benefits No/poor indication of how this estimation can change the analysis 	<ul style="list-style-type: none"> Limited indication of the importance of the estimation of the benefits Some indication of how this estimation can change the analysis 	<ul style="list-style-type: none"> Able to indicate the importance of the estimation of the benefits A clear indication of how this estimation can change the analysis is provided
Question 3 (5 marks)		
<ul style="list-style-type: none"> Poor/limited understanding of the concept of project creep Unable to indicate how project creep can be controlled 	<ul style="list-style-type: none"> Some understanding of the concept of project creep Able to provide some indication of project creep can be controlled 	<ul style="list-style-type: none"> Clear understanding of the concept of project creep Able to provide a clear indication of project creep can be controlled
Question 4 (10 marks)		
<ul style="list-style-type: none"> No/limited understanding of the link between talent management and HRIS 	<ul style="list-style-type: none"> Some understanding of the link between talent management and HRIS, provided a limited discussion 	<ul style="list-style-type: none"> Clear understanding of the link between talent management and HRIS, provided a complete discussion

Poor performance (0 – 40%)	Average to good performance (41 – 70%)	Excellent performance (71 – 100%)
Question 5 (35 marks) This question was marked in two parts, firstly the theory and secondly your application of the theory to the example(s) you included		
<ul style="list-style-type: none"> Unable to identify and discuss the attributes 	<ul style="list-style-type: none"> Able to identify and discuss some of the attributes 	<ul style="list-style-type: none"> Able to identify and fully discuss all the attributes (maximum 15 marks)
<ul style="list-style-type: none"> Did not include an example or did not sufficiently and critically discuss the example Did not provide suggestions for improvement or provided limited suggestions 	<ul style="list-style-type: none"> Included an example and discussed it to some extent Provided some suggestions for improvement 	<ul style="list-style-type: none"> Included an example and sufficiently discussed this critically Provided appropriate suggestions for improvement (maximum 20 marks)
Technical presentation and layout (5 marks)		
<ul style="list-style-type: none"> Did not use headings and subheadings Did not include a table of contents Did not include an introduction Did not acknowledge sources Did not include a conclusion Did not include a bibliography 	<ul style="list-style-type: none"> Used some headings and subheadings Included a limited table of contents Included an introduction Acknowledged some sources, mostly using the correct reference technique Included a conclusion Included a bibliography 	<ul style="list-style-type: none"> Used headings and subheadings throughout the assignment Included a detailed, descriptive table of contents Included a relevant introduction Acknowledged sources using the correct reference technique Included a satisfactory conclusion Included a bibliography in the correct format, listing all relevant sources – remember we use the Harvard referencing method
General		
<ul style="list-style-type: none"> Took little or no notice of the case study Not aware of the meaning of the case study for the assignment Evidence of understanding limited because student quoted verbatim from the learning units and/or prescribed book Poor use of language Writing style haphazard without paragraphs or a clear development of ideas 	<ul style="list-style-type: none"> Understood the meaning and relevance of the case study Analysed the meaning of the case study but did not apply it to the assignment Adequate understanding of the relevant subject matter, but relied to some extent on study material Language that of student—some mistakes made but did not affect the meaning Style of writing easy to follow but no clear development of ideas 	<ul style="list-style-type: none"> Fully understood the meaning and relevance of the case study Analysed the deeper meaning of the case study and applied it to the assignment Clear understanding of the subject matter— explanation in own words Language that of student—few mistakes made but did not affect the meaning Style of writing easy to follow and logical

Poor performance (0 – 40%)	Average to good performance (41 – 70%)	Excellent performance (71 – 100%)
<ul style="list-style-type: none"> • Did not follow the structure of the assignment (e.g. by using headings and subheadings) • Style too much like a summary without fully developed ideas • Layout not neat and clear • No source references used 	<ul style="list-style-type: none"> • The presentation followed a predetermined structure and format • Some ideas fully developed and substantiated • The overall impression one of neatness • Sources referenced, but incorrectly 	<ul style="list-style-type: none"> • The presentation followed a predetermined structure and format • Ideas fully developed and substantiated • The overall impression one of neatness • Sources correctly referenced using the Harvard method

Total = 75 marks, this was converted to a percentage

2.4 Common mistakes and tendencies in answering questions of this kind

In similar assignment questions asked previously, the following common mistakes and tendencies were noticed:

- Some students copied information directly from the learning units and/or prescribed book without acknowledging the source.
- Others could not or did not link the theory to the case study.
- Some could not apply the information from the sources, such as the study material and prescribed book, to the practical situation of the case study.
- Some students could not critically evaluate the recruitment websites and others neglected to include screenshots or use practical examples as required in the question.

You should have taken these mistakes and tendencies into account when you formulated your answers.

2.5 Marking schedule

The following marking schedule was used to evaluate your answers. Please note that this marking schedule is aligned with the assessment criteria as communicated to you in Tutorial Letter HRM3703/101/2/2014 (which we repeated in this tutorial letter for you). It was essential for your answers to relate to the scenarios provided – purely theoretical answers would not have earned you high marks.

Points that should have been covered:	Marks allocated
Question 1.1	
Overall, what did Julia Woodland do right? What could she have done differently?	(2 marks)
What Julia did right	1
What Julia did wrong	1
Question 1.2	
Were the correct people involved in the process? Whom would you have included and why?	(3 marks)
<ul style="list-style-type: none"> • It does not seem that anyone other than Julia Woodland and the HRIS provider were involved. • They are not the <u>only</u> two people who should have been involved in the process. • Julia should have involved end-users in her department and other departments (e.g. finance) as well as the IT department in the process. 	1 1 1
Question 1.3	
What errors did Woodland make with her own staff? What impact might these errors have had on the success of the implementation? What should have been done?	(5 marks)
<ul style="list-style-type: none"> • Meetings behind closed doors • Employees made their own incorrect assumptions and conclusions 	1 1

Points that should have been covered:	Marks allocated
<ul style="list-style-type: none"> • Did not consider the feelings of her staff and their pride in their accomplishments; these errors might impact the staff's trust in Woodland, and can also contribute to resistance to change and acceptance of the new technology • Impact on the overall success and implementation of the system • Transparency • Communication plan • By keeping the employees updated on the progress and the system, a lot of uncertainty could have been avoided 	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>
Question 1.4 How can training be used in this case to make the implementation more successful? (5 marks)	
<ul style="list-style-type: none"> • Assessment of the current skills and future requirements • Concern for how the system will work by having some training early in the process – this should be followed by detailed training just before the system will be used • Advanced training in phases • “Power users” who adapt to the new technology quickly could provide one-on-one on-the-job training to those who don't learn the system as quickly • Communication that training will be ongoing • Repositories of training material or access to manuals 	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>
Total for question 1	15
Question 2 Why is it important to estimate the benefits to be derived from a new HRIS functionality before you estimate the costs? If costs were estimated first, how might this change the analysis? (5 marks)	
<ul style="list-style-type: none"> • Recognising cost before estimating the benefits ignores HR's more strategic role in improving organisational effectiveness. • Online tools are designed to enhance employee job performance, not to reduce headcount. Ignoring this can lead to an underestimation of the actual value of HRIS. • Implementing an HRIS results in time saved, which is an indirect cost reduction. • This is an indirect benefit and its value depends on how individuals spend the extra time available to them. • Incorrectly recognising time saved as a direct cost reduction creates the wrong expectation among decision-makers. 	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>
Total for question 2	5
Question 3 Explain the concept of project creep. Indicate how this can be controlled. (5 marks)	
<ul style="list-style-type: none"> • Definition of project creep • Indicating how this can be controlled 	<p>2</p> <p>3</p>
Total for question 3	5
Question 4 Briefly discuss the link between talent management and HRIS. (10 marks)	
<ul style="list-style-type: none"> • Talent management involves investing in human capital. • The HRIS ensures that HR practices, such as attracting, employing, training and developing employees and also retaining them in the organisation, are executed efficiently and consistently. This forms the core of talent management. • What the talent management programme depicts. • What the HRIS can capture. • What the results can be used for. • How the HRIS can help with talent management programmes. • Questions to be asked when the organisation decides how to optimally use the HRIS to support their talent management programme. • SaaS applications. • Adequate research and gathering of data. • HRIS allows for the provision of information on current employee skills, succession, relationships and leadership readiness. 	<p>1</p>
Total for question 4	10

Points that should have been covered:	Marks allocated
Question 5	
Critically discuss the attributes that a good recruiting website should have (15 marks). Look for an example of a recruiting website (nationally or internationally) and compare the website to these attributes, critically discuss this websites attributes in comparison with the attributes in the prescribed book and make suggestions for improvement (20 marks). Remember to include a screenshot of the website you choose. (35 marks)	
• Navigability (1 mark), discussion (2 marks)	3
• Content (1 mark), discussion (2 marks)	3
• Self-selection behaviour (1 mark), discussion (2 marks)	3
• Aesthetic features (1 mark), discussion (2 marks)	3
• Usability (1 mark), discussion (2 marks)	3
• Critically discuss the attributes of the website and compare this to the theory	15
• Make suggestions for improvement of the website	5
Total for question 5	35
Technical presentation and layout (refer to Tutorial Letter HRMALL6/301/4/2014 for more detail)	
• Table of contents	5
• Introduction	
• Discussion – logical flow of information, acceptable spelling, grammar and use of language	
• Conclusion	
• Referencing and bibliography (remember we use Harvard referencing for this module)	
Total for question 5	35
Total mark for the assignment	75
Total percentage	100%

How did we mark your assignment?

You will notice that we have marked your assignment electronically, you will receive your marked assignment back via myUnisa and it will include comments and marks. The marked assignment will be available immediately once it has been marked and the mark you obtained will be captured on the system. No assignments are printed and posted back to students, we hope this easy access will also make it convenient for you. Refer to the images below, this is how we provide comments and indicate the marks that you have received. We recommend that you open the marked assignment and save it on your PC and then open the document in Adobe reader, this will enable you to view all the comments that we have included and you then also have access to this even if you do not have access to myUnisa.

How did we indicate marks?

In your assignment you will see marks allocated in the following manner. You will also notice a small sticky note, this indicates that the marker inserted a comment. The comments will be numbered in the block above the mark allocated. You will also see that the marker will use the following to mark your assignment the ticks will not necessarily add up to the totals in the circles do not count these and compare it to the marks in the circles. If something is incorrect it will be indicated as such. We use the symbols indicated below for this purpose.

The marks in the circles with the numbered comments will look like this:

Example of what to expect in terms of the onscreen marking and comments.

You will see ticks, these do not add up to the marks in the circles. Look at the marks in the circles.

This represents the number of the comment.

This sticky note contains the comment.

This represents the mark you obtained

You will also notice that two additional pages will be added at the end of your assignment. The second last one is added to indicate your results, you will see marks for each question and also the total of the assignment as well as the percentage obtained. See the example below:

RESULTS

Question 3 = 3
 Question 5 = 5

 Total = 8 / 75 (11%)

The marks for questions 1.1, 1.2, 1.3, 1.4, 2, 3, 4 and 5 will appear in your marked assignment together with the total and the percentage you obtained.

The last page to be added will provide a summary of the comments that the marker provided in your assignment. As indicated above these comments will be numbered chronologically as it appeared in the assignment and these will be listed on the last page as shown below:

COMMENTS

- | | |
|---|---|
| 1 | You provided a solid discussion on how project creep can be controlled. |
| 2 | The question required a critical discussion of the attributes of the website you chose, your discussion is not clear or sufficient. |

Take note that the comments are inserted sequential in this list, this corresponds with the order in which the comments appeared in your assignment. See the example on the previous page where we have indicated and explained the numbering of the comments.

The numbers allocated to a comment do not correspond with the question number

When you receive your marked assignment via myUnisa we recommend that you save it on your PC. To do this you have to firstly open the marked assignment, then save the document. This will enable you to view it using Adobe Reader and you then do not have to depend on system availability. Look at all the comments provided and compare your answers to this tutorial letter and the marking schedule we provided.

3 THE EXAMINATION

We have provided extensive information about the examination in Tutorial Letters 101 and 201. Read it carefully. Remember that there is also an examination discussion forum that you can use to discuss matters related to the examination with your fellow students.

No further guidelines can unfortunately be provided. Please take note of the information provided in tutorial letter 201 about the completion of the cover page of the examination paper and ensure that you follow these instructions and all the other instructions in the examination paper.

You are welcome to contact the lecturer if you need assistance with the module, use the course contact option on myUnisa for this purpose. It looks like this:



Course Contact

4 CONCLUDING REMARKS

We trust you found Assignment 02 interesting and stimulating and that you enjoyed completing it. All the best with your preparations for the examination! We hope you will apply all the knowledge that you have gained by studying this module. You should be able to think differently and a bit “outside the box” and come up with some solutions in your workplace that will make your HR job much easier.

If you in your future endeavours stumble upon any related information that you would like to share, you are welcome to send it to me. I wish you all of the best in your HR-related career – I’m counting on you to make a difference! **I wish you success in the examination!**

Remember, you are always welcome to contact me if you need assistance.

Kind regards

Mrs S Wörnich

Lecturer: HRM3703

DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

UNISA

